

**KAMAKAKŪOKALANI CENTER FOR HAWAIIAN STUDIES and
NATURAL RESOURCES & ENVIRONMENTAL MANAGEMENT**

HWST 458/NREM 491 NATURAL RESOURCE ISSUES & ETHICS IN HAWAI'I
(4 Credits)

SCHEDULE & LOCATION:

Kamakakūokalani (KAMA) - Room 207, Thursdays from 1:30 – 4:00 pm

SPRING 2017 COURSE SYLLABUS

Nā Kumu

Malia Akutagawa, J.D., ESQ. E-mail: maliaaku@hawaii.edu Phone: 956-0559 (KAMA), 956-3300 (Law) Office Hours: Law School 207B, Wed. from 3:30 – 5:30 pm KAMA 103DD, Thu. from 10 am – 12 pm	Mehana Vaughan, Ph.D. E-mail: mehana@hawaii.edu Phone: 956-8901 Office: Sherman Hall 223 Office Hours: by appt.
Kamana Beamer, Ph.D. E-mail: beamer@hawaii.edu Phone: 956-0635 Office: KAMA 207D Office Hours: by appt.	Greg Chun, Ph.D. E-mail: chun711@hawaii.edu Phone: 956-5640 Office: Saunders 711 Office Hours: by appt.

Course Materials: Selected readings will be provided digitally and online via Laulima and Dropbox.

Please purchase the following book:

KAMANAMAIKALANI BEAMER, NO MĀKOU KA MANA: LIBERATING THE NATION (2014).

Course Description: This is a 4-credit course for Natural Resource and Environmental Management (NREM) and Hawaiian Studies (HWST) majors. This course is also within the Mālama 'Āina curricular strand for Hawaiian Studies.

This course will examine ethical issues relevant to land natural, and cultural resources in Hawai'i. Multiple themes and case studies will be explored from ecological, economic, legal, Indigenous Hawaiian and socio-political perspectives. The course will be composed of a lecture/discussion format. In addition, students will be expected to attend class briefings and public meetings (e.g., State Water Resource Management Commission) to monitor and analyze

decision-making on current natural resource issues.

Key Class Themes include:

- Traditional management approaches
- Integration into contemporary management
- Working within and beyond western institutions, infiltrating & changing from w/in
- Ethics
- Leadership (in state agencies, community, and Hawaiian trusts)
- Kuleana
- Sovereignty
- Structures / Institutions – community based processes and organizations, state agencies, private etc.
- Collaborative governance - How entities came together, how it worked or didn't?
- Public Trust and Responsibilities.
- Ancestral and appropriation themes

Course Objectives

1. To enhance students' capacity to understand, discuss and address natural resource issues in Hawai'i. [SEP]
2. To enhance students' ability to understand, evaluate and affect decision-making processes that impact these issues. [?]
3. To expose students to ecological, economic, legal, cultural, and socio-political perspectives, skills and knowledge related to these issues. [?]
4. To enhance students' ability to understand different perspectives and positions regarding natural resource issues in Hawai'i. [SEP]
5. To enhance presentation, communication and facilitation skills. [?]

Student Learning Outcomes

1. Students will understand Kānaka Maoli conceptions of and relationships to 'āina and resource management principles. [?]
2. Students demonstrate knowledge of social and ecological principles, and interdisciplinary aspects of natural resource and environmental management issues.
3. Students can analyze and address natural resource and environmental management problems by using appropriate methods from social and/or natural science disciplines.
4. Students communicate effectively, both orally and in writing, to diverse audiences including professionals, resource managers, local communities and policy makers.
5. Students can function as professionals in their specialization area by demonstrating responsible and ethical conduct, effective collaboration, informed decision making, and life- long learning. [?]

Attendance and Punctuality: A sign-in sheet will be circulated at the beginning of each class. Every student is responsible for signing-in to confirm their attendance. Students must inform Professors Vaughan and Akutagawa in advance if they will not be able to attend class by a written note, email, or voice-mail message. Students are allowed only 1 unexcused absence. Excessive tardiness, absences, or inadequate class participation will affect a student's grade.

Grading: You are expected to: (1) read and carefully consider each assignment; (2) punctually attend and participate actively in class; and (3) complete individual and group assignments on time.

Your final grade will depend on the number of points you accumulate in this class using the following scale.

**A+: 283+ A: 266+ A-: 250+ B+: 233+ B: 216+ B-: 200+ C+: 183+ C: 166+ C-: 150+
D+: 133+ D: 116+ D-: 100+ F: <99**

Due Date	Assignment	Points
16-Jan	Map/Questions on Place	20
2-Feb	Journal Reflection 1	20
21-Mar	Written Testimony to Water Commission	40
30-Mar	Journal Reflection 2	20
20 ,27 April	Student Presentations	50
11-May	Final Written Report & Hō'ike Project Sharing	50
	Participation & Attendance	100
	TOTAL POINTS	300

COURSE SCHEDULE

All required readings and reference materials will be posted on Lulima. Class sessions will include lectures, demonstrations, group work, discussions, and hands-on activities.

UNIT I: HO'OKAHUA - FOUNDATION	
CLASS 1 12 - Jan	<p>Introductions. Overview of syllabus and student expectations.</p> <p>Kumu Malia: Connection to place and ahupua'a.</p> <p>Reading: Akutagawa, <i>Nā Kai Po'olo'olo'u O Moloka'i</i></p>
16 - Jan Monday	Assignment: Map/Questions on Place. See power-point discussion questions.
CLASS 2 19 - Jan	<p>Kumu Mehana: Building Beloved Community</p> <p>Readings:</p> <ul style="list-style-type: none"> ▪ Poem: Nou e Anakala ▪ Vaughan, Mehana B. and Peter Vitousek. "Mahele: Sustaining communities through small-scale in-shore fishery catch and sharing networks." <i>Pacific Science</i>. 67(2013). 329-344
CLASS 3 26 - Jan	<p>Kumu Greg: Ulana Hawai'i: Towards a Hawaiian leadership ethos in planning, development, and stewardship.</p> <p>Readings:</p> <ul style="list-style-type: none"> ▪ THE SPECTRUM OF INFLUENCES AFFECTING QUALITY GROWTH - Remarks by Senator Kenneth F. Brown (July 25, 1973). ▪ TRUSTEE SURVIVAL GUIDE (Wilson) - Chapters 1&2 ▪ BROKEN TRUST LIST OF LEGAL ISSUES (Roth) ▪ WHAT'S THE 'ĀINA WORTH? (Hawaii Business News, January 2015)
CLASS 4 2 - Feb.	<p>Kumu Kamana: Ancestral Resource Management, The Ahupua'a and Aha Ali'i</p> <p>Reading: KAMANAMAİKALANI BEAMER, NO MĀKOU KA MANA: LIBERATING THE NATION (2014). Read pages 1 – 153.</p> <p style="background-color: #ADD8E6;">Assignment:</p> <ul style="list-style-type: none"> ▪ Choose projects ▪ Journal Reflection 1
UNIT II: WAI & NAVIGATING CONTENTIOUS POLICY ISSUES	
CLASS 5 9 - Feb	<p>Aunty Puanani Burgess: Building Beloved Community</p> <p>Kumu Malia: Overview of Hawaiian sources of law and relevant jurisprudence. Potential legal tools for preserving traditional and customary rights. The importance of kamaāina expertise.</p> <p>Readings:</p> <ul style="list-style-type: none"> ▪ A NATION RISING: HAWAIIAN MOVEMENTS FOR LIFE, LAND, AND SOVEREIGNTY (Noelani Goodyear-Ka'ōpua, Ikaika Hussey, * Erin Kahuanawaika'ala Wright, eds., 2014). Read <i>Portrait. Puanani Burgess. He Alo A He Alo</i> by Mehana Vaughan. ▪ DAVID M. FORMAN & SUSAN K. SERRANO, HO'OHANA AKU, A HO'OLA AKU: A LEGAL PRIMER FOR TRADITIONAL AND CUSTOMARY RIGHTS IN HAWAII'Ī (2012). Read pages 1-58. ▪ <u>Application of Ashford</u>, 50 Haw. 452 (1968).

CLASS 6 16 - Feb	Kumu Greg: Navigating Conflict at the Nexus of Culture, Science, Community, and Development: Case studies in Theory and Practice.
	Readings: <ul style="list-style-type: none"> ▪ USING SOCIAL EMERGENCE TO TAKE SOCIAL INNOVATION TO SCALE (Wheatley & Frieze; The Berkana Institute) ▪ CONNECTING TO CHANGE THE WORLD: HARNESSING THE POWER OF NETWORKS FOR SOCIAL IMPACT (Plastrik, Taylor, & Cleveland; Stanford Social and Innovation Review, Nov 3, 2014) ▪ CLIMATE SCIENCE AND CULTURE WAR (Hoffman, Stanford Social and Innovation Review, Fall 2012)
CLASS 7 23 - Feb	Kumu Mehana: Collaborative Governance: Community Based Resource Management and Co-Management
	Reading: <ul style="list-style-type: none"> ▪ Tipa, Gail and Richard Welch. "Co-management of natural resources: Issues of definition from an indigenous community perspective." <i>Journal of Applied Behavioral Science</i>. 42(2006). 373-391 ▪ Vaughan, M. and Meg Caldwell. (2015) "Hana Pa'a, challenges and lessons for early phases of co-management." <i>Marine Policy</i>.
CLASS 8 2 - Mar	Kumu Malia: Statewide 'Aha Moku System. Case Study: Mana'e Watershed Project.
	<ul style="list-style-type: none"> ▪ Reading: <i>The 'Aha Moku Rules of Practice and Procedure</i>, (October, 2016). ▪ Malia Akutagawa, Shaelene Kamaka'ala, Harmonee Williams, & the Native Hawaiian Rights Clinic, <i>Traditional & Customary Practices Report for Mana'e, Moloka'i</i> (2016).
CLASS 9 9 - Mar	Kumu Malia: Public Review Process, Understanding Agency Rules & Drafting Effective Testimony. In class practice testimony....
	Reading: <ul style="list-style-type: none"> ▪ E ALU LIKE MAI I KA PONO: COMING TOGETHER FOR JUSTICE (Moses Haia, M. Casey Jarman, Elizabeth Martin, Joyce McCarty, eds.) ▪ Skim docs in "Sample Testimony" folder on Laulima.
CLASS 10 16 - Mar	Kumu Kamana & Kumu Malia: Hawaiian water management and the public trust
	Reading: D. Kapua'ala Sproat, <i>Chapter 9: From Wai to Kānāwai: Water Law in Hawai'i</i> , in NATIVE HAWAIIAN LAW: A TREATISE (Melody Kapilialoha MacKenzie, Susan K. Serrano, D. Kapua'ala Sproat, Asley Kaiao Obrey, & Avis Ku'uipioleialoha Poai, eds., 2015).
21 - Mar Tuesday	Attend State Water Commission Meeting DLNR Board Room at 10:00 am
	Reading: State Water Commission Agenda and Supplemental Materials
	Assignment: Draft and Present Written (and Oral) Testimony before the Water Commission
CLASS 11 23 - Mar	Kumu Kamana: Class Debrief on Water Commission meeting
	Assignment: Journal Reflection on Water Commission Meeting
UNIT III: COLLABORATIVE GOVERNANCE, ANCESTRAL MODELS TODAY	
30 - Mar	SPRING BREAK
	Assignment: Journal Reflection 2
CLASS 12 6 - Apr	Kumu Mehana and Kumu Greg: Case studies – Kona and Kaua'i
	Reading: TBD

CLASS 13 13 - Apr	Kumu Greg: Ethical, scientific, and legal issues in resource management, development, and historic preservation in Hawai'i
	Readings: *Indicates required. Other materials are for reference only. <ul style="list-style-type: none"> ▪ *GUIDE TO THE IMPLEMENTATION AND PRACTICE OF HEPA (OEQC, 2012) ▪ HRS 343 ▪ HRS 343 Administrative Rules ▪ *HRS 6E Binder ▪ Section 106 Regulations Summary
CLASS 14 20 - Apr	Student Project Presentations
CLASS 15 27 - Apr	Student Project Presentations, Wrap-Up, and Course Evaluations
HŌ'IKE 11 - May	HŌ'IKE – FINAL PROJECT SHARING (Evening)

Accommodations for Students with Disabilities or Special Needs: Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. We will be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in our course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services.

Title IX Policy: Please refer to the UH Mānoa Policies and Procedures, <<http://manoa.hawaii.edu/titleix/policies.html>> for detailed information on the UHM campus Title IX policies. Here is the contact information for the UHM Title IX coordinators if you have a concern about sexual discrimination, sexual harassment, or sexual violence involving yourself or other students, faculty, or staff:

Title IX Coordinator for UH Mānoa **Dr. Dee Uwono** Director and Title IX Coordinator Hawai'i Hall 124 2500 Campus Road Honolulu, HI 96821 Phone: 956-2299 Email: t9uhm@hawaii.edu
 KCHS Academic Advisor, Lehua Nishimura, Kama 211E 2645 Dole Street, Honolulu, HI 96822 Phone: 965-0642 Email: lehua.nishimura@hawaii.edu.

The Kamakakūokalani Center for Hawaiian Studies and the College of Tropical Agriculture and Human Resources - Natural Resources and Environmental Management recognize the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As faculty members, we are interested in promoting a safe and healthy educational environment, and should I learn of any sexual misconduct I must report the matter to the Title IX Coordinator, who oversees the University's centralized review, investigation, and resolution process for reports of sexual misconduct, and also coordinates the University's compliance with Title IX.

If you want **direct services** offered by confidential resources within the University, you are encouraged to contact the following resources:

University Health Services Mānoa 808.956.8965 1710 East-West Road Counseling & Student Development Center 808.956.7927 2600 Campus Road QLCSS 312 Office of Gender Equity 808.956.9977 2600 Campus Road QLCSS 210
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These are only a few of the many resources available. For a more comprehensive list, please see the Student Handbook and the following link:
<http://manoa.hawaii.edu/genderequity/resources/>

Content Warning: Some of the materials covered in this course might remind you of upsetting experiences that you, or a friend or family member, have gone through. If you would like to talk to someone, please know that there are University resources available to you, such as the Counseling Center. All matters discussed in counseling are **confidential** and will not affect your academic standing. If you are interested in counseling, please call CSDC at **(808) 956-7927** or walk into the Center to set up an intake appointment. In addition you can also contact the KCHS Academic Advisor, Lehua Nishimura, at 965-0642 or at lehua.nishimura@hawaii.edu